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ABSTRACT

The guide provides enrichment suggestions for teaching personal writing skills to gifted and talented intermediate students. The unit is organized according to objectives, entry skills, teacher's approaches, student activities, resources, and followup/evaluation. Topics covered include the following: formal and informal diction; sentences to expand one's feelings; letters of complaint; different styles (editorial, lyrical, poetic, dramatic); subjunctive vs. objective statements; dress; food; public word vs. private thought; expansion from a proverb or quotation; doodling; opening lines; dialogues between opposite parts of personality; journalism; and journal writing. (CL)

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ENRICHED UPPER ELEMENTARY LANGUAGE ARTS UNIT

UNIT AREA: Personal Writing LEVEL: 5-6

SUBTOPIC: Formal and Informal Diction DEVELOPER: David Stoeri

OBJECTIVE	ENTRY SKILLS
Student will write two letters, one in formal style, one in informal style.	Work with forms for friendly and business letters.

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
What is diction? (word choice) appropriate to the occasion. What is stilted conversation? Slang? Examples?	Find samples of informal/formal diction. List words in columns labeled Formal Diction and Informal Diction. Write a conversation between two people using informal diction - re-write it using slang, informal diction.	

FOLLOW-UP/EVALUATION

ENRICHED UPPER ELEMENTARY LANGUAGE ARTS UNIT

UNIT AREA: Personal Writing LEVEL: 5-6

SUBTOPIC: Word Games: Randomize DEVELOPER: David Stoeri

OBJECTIVE	ENTRY SKILLS
The student will create several new sentences that support or expand the feeling expressed in the original sentence the student has written.	Student can write simple and compound sentences.

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TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
Ask the students to write one long sentence about something they feel strongly about. Write the same sentence vertically. Using as few words as possible, make each new line into a sentence that supports or expands the feelings expressed in the original sentence. (See sample following.)	Students will discuss possible subjects of strong emotional content. Try to discuss the rational vs. intuiting meaning of words with high emotional change.	
		FOLLOW-UP/EVALUATION
		Try, for fun, a sentence out of Declaration of Independence, or the school handbook, etc.

SAMPLES

WRITING VERTICAL SENTENCES:

I	when	side	whenever	argument.
do	my	of	we	
not	mother	my	get	
like	takes	little	into	
it	the	sister	an	

EXPANDING YOUR FEELING:

I am unsure	when my	side is ignored	whenever we have an argument.
I do	my best	of all when	we don't fight.
I, not	mother, let	my self	get mad.
what I like	takes a	little love	into consideration.
it is	the way	sister	and mother are.

ENRICHED UPPER ELEMENTARY LANGUAGE ARTS UNIT

UNIT AREA: Personal Writing LEVEL: 5-6

SUBTOPIC: Writing A Letter Of Complaint DEVELOPER: David Stoeri

OBJECTIVE	ENTRY SKILLS
The student will use a correct business letter form in writing a letter of complaint.	Knowledge of business letters.

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
Explain when letters of complaint are used (when something is ordered by mail and defective; the store will not take it back, so you write the manufacturer).	Make a list of unsatisfactory products that are/were defective that you or anyone you know has been aware of.	
An effective letter of complaint has two parts. A. Gives facts about what was bought, what was wrong with it. B. Tells how you would like to have problem resolved.	List complaints about problems in your town, your school. How about inconveniences, hardships to people: pollution, parking, traffic, neighborhood noise.	
	Write a letter of complaint to proper person about one of the problems listed above.	FOLLOW-UP/EVALUATION

ENRICHED UPPER ELEMENTARY LANGUAGE ARTS UNIT

UNIT AREA: Personal Writing LEVEL: 5-6

SUBTOPIC: Different Genres About Same Event DEVELOPER: David Stoeri

OBJECTIVE	ENTRY SKILLS
The student will write in six different genres in response to personal event.	Punctuation skills effectively learned, complete sentences.

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TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
Genres are different kinds/forms of writing. One incident can inspire reactions to it in several different genres depending on the goals of the writer. Try to give examples or make up your own.	Pick a personal event that has happened to you and write it as: A. Write it in editorial form for a newspaper. B. Write a song about it. C. Write notes for a possible future story about it. D. A letter from you to a friend describing the incident. E. A poem based on the experience. F. The first act to a play concerning your experience.	FOLLOW-UP/EVALUATION

ENRICHED UPPER ELEMENTARY LANGUAGE ARTS UNIT

UNIT AREA: Personal Writing LEVEL: 5-6

SUBTOPIC: Subjective vs. Objective Statements DEVELOPER: David Stoeri

OBJECTIVE	ENTRY SKILLS
Student will write five objective statements about his life and change each one to a subjective statement.	Knowledge of fact opinion. Discussion of persuasion, advertising. Use of description. Study of newspapers.

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
Using a newspaper, list objective and subjective statements found.	Create five objective statements about your life and then re-write each as a subjective statement.	
Discuss proper definitions of the two terms based on this.	Write a feature article for a newspaper after conducting a survey among your friends, on a current event topic.	
Write some example sentences on board in objective form . . as a group change to subjective.		
Define news stories vs. feature stories.		
		FOLLOW-UP/EVALUATION

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UNIT AREA: Personal Writing LEVEL: 5-6

SUBTOPIC: Writing About Clothes DEVELOPER: David Stoeri

OBJECTIVE	ENTRY SKILLS
The student will describe some clothes or other personal objects he particularly likes.	Previous discussion on how to create characters.

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
Discuss "what people wear tells a lot about them".	Write description of some part of your clothing.	
Read examples of character description of their clothing.	Stress on vivid concise detail.	
When you write about your own clothing, you usually reveal something about yourself. See Example.		
25		FOLLOW-UP/EVALUATION Choose people of different occupations and describe their dress. 26

EXAMPLE

My Shoes

Like 2 mouths,
One comic,
The other sideways
In a frown.
They lay in the dark
Ready for the dawn
To swallow what keeps me up
In a play of putting them on.

- - Karl Elde

ENRICHED UPPER ELEMENTARY LANGUAGE ARTS UNIT

UNIT AREA: Personal Writing LEVEL: 5-6

SUBTOPIC: Writing About Food DEVELOPER: David Stoeri

OBJECTIVE	ENTRY SKILLS
Student will write a passage describing his concept of the "perfect meal".	Sentence construction. Work with imagery.

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TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
Discuss how through the ages, artists/ writers have been fascinated with food - it's a part of life, therefore, important to art and writing. Share examples of food imagery through written passages, photos, art work. Again suggest that what people eat, where and how they eat tells much about them . . can also reveal much about their parents and homeland.	Write a passage of the perfect meal . . decide who will be eating there, what the occasion will be . . make a list of items needed. . give your imagination a workout.	
		FOLLOW-UP/EVALUATION
		Can you create a story spin-off from this?

ENRICHED UPPER ELEMENTARY LANGUAGE ARTS UNIT

UNIT AREA: Personal Writing LEVEL: 5-6

SUBTOPIC: Public Vs. Private DEVELOPER: David Stoeri

OBJECTIVE	ENTRY SKILLS
The student will create several contrasts of the public word vs. the private thought.	Some previous work on how to go about creating characters.

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TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
As a writer, you should be aware that people don't often say what they're really thinking. This knowledge helps you to create effective characters. You need to sharpen your awareness of the gap between the public word and private thought. e.g. How have you been? (I don't know what to say.) Did you have fun at Beth's party? (I hope it stunk, I wasn't invited.) Do you have a ride home? (I need a ride.) What a cute cat! (The bloody thing is scratching me.) Sure, Lucy, I'll come over and help you with math. (I can't stand you, but your brother's a hunk.) How is Math? (Are you still flunking?)	Try some contrasts of your own based on your own experiences in conversing with others.	FOLLOW-UP/EVALUATION

ENRICHED UPPER ELEMENTARY LANGUAGE ARTS UNIT

UNIT AREA: Personal Writing LEVEL: 5-6

SUBTOPIC: "Mind Hooks" DEVELOPER: David Stoeri

OBJECTIVE	ENTRY SKILLS
The student will choose a proverb or quotation that has meaning to him on a personal level and expand it by writing an essay, story, poem, illustration and the like.	Previous work with poetry, essay, and story writing.

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
Give examples of proverbs, quotations. Suggest, give examples, that perhaps not all proverbs/quotations are good ones. The well-written ones pack a lot of meaning into a few words: "When a finger points at the moon, an imbecile looks at the finger." "Too much sunshine makes a desert." "Knowledge is the source of all mystery." "Quickly got, quickly lost." etc. Suggest resource material.	After research and culling, select a proverb or quotation to expand on in any form, through writing and/or art.	FOLLOW-UP/EVALUATION

ENRICHED UPPER ELEMENTARY LANGUAGE ARTS UNIT

UNIT AREA: Personal Writing LEVEL: 5-6

SUBTOPIC: Doodle Chart DEVELOPER: David Stoeri

OBJECTIVE	ENTRY SKILLS
The student will make a doodle chart of himself in his journal.	Previous work done in personal journal.

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
Besides being fun, doodles can also tell a lot about the person who draws/writes them.	Make a doodle chart. Sketch some basic things in your life and label them. Throw other things in it over a week's time. Note the conscious entries vs. the subconscious entries.	

FOLLOW-UP/EVALUATION

Try putting together a doodle chart of someone you know.

ENRICHED UPPER ELEMENTARY LANGUAGE ARTS UNIT

UNIT AREA: Personal Writing LEVEL: 5-6

SUBTOPIC: "Familiar Opening Lines" DEVELOPER: David Stoeri

OBJECTIVE	ENTRY SKILLS
Student will add to a list of familiar opening lines.	Previous journal work.

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TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
Opening lines tell a lot about people. Can you see the person who says these things in the following list in your mind? Would you trust him/her? Adding replies is good practice for writing dialogue. Match words of the opening to the speaker's personality.	Add to this list. Adding replies also. - How do you expect me . . . - I can remember when . . . - You won't believe this, but . . . - A funny thing happened . . . - If there's one thing I can't stand. . - My fellow Americans . . . - Did it ever occur to you that . . . - It's nothing serious, but . . . - I really shouldn't tell this to anyone, but . . . - There will be a short assignment over the weekend. - I hate to criticize anyone, but . . . - Say, you're new around here, aren't you?	FOLLOW-UP/EVALUATION

ENRICHED UPPER ELEMENTARY LANGUAGE ARTS UNIT

UNIT AREA: Personal Writing LEVEL: 5-6

SUBTOPIC: Dialogue Between Unlikes DEVELOPER: David Stoeri

OBJECTIVE	ENTRY SKILLS
Student will write a dialogue between two opposite components of his/her personality.	Work with script writing from plays.

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
Dialogue is essential to writing, especially fiction . . it's the essence of drama and often short stories and novels too. Focusing on your own disparate parts of your personality helps you become a better writer. Your dialogue may be serious or huzorous or both.	Write a dialogue between two completely opposite "segments" of your personality. Anything in common? What questions to ask? favors?	FOLLOW-UP/EVALUATION

ENRICHED UPPER ELEMENTARY LANGUAGE ARTS UNIT

UNIT AREA: Personal Writing LEVEL: 5-6

SUBTOPIC: Journal - Journalism DEVELOPER: David Stoeri

OBJECTIVE	ENTRY SKILLS
Student will create a newspaper about his/her life up to the present.	Study of newspaper sections.

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
Write some short news articles about your life up to the present. Create want ads - make them succinct but complete.	Try things you would like to have happen or accomplish in the future. - cover your marriage - a promotion - your retirement - your funeral - want ads for some of the things you want in your life - list requirements under "employment opportunities" for a spouse, child, friend, employer or others you want to have in your life	FOLLOW-UP/EVALUATION **Artwork** **Headlines** **Graphics**

ENRICHED UPPER ELEMENTARY LANGUAGE ARTS UNIT

UNIT AREA: Personal Writing LEVEL: 5-6

SUBTOPIC: Matters Of Life/Death DEVELOPER: David Stoeri

OBJECTIVE	ENTRY SKILLS
Student will express/answer his feelings to specific questions.	Use of detail.

TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
nswer any or all of these questions n your journal. - Who or what am I willing to live for? - Who or what is killing me? - Who or what do I want to be more alive for? - Who or what am I willing to die for?	Expand answers into a paragraph or more which expresses what you feel in detail.	

FOLLOW-UP/EVALUATION

ENRICHED UPPER ELEMENTARY LANGUAGE ARTS UNIT

UNIT AREA: Personal Writing LEVEL: 5-6

SUBTOPIC: Social Circles DEVELOPER: David Stoeri

OBJECTIVE	ENTRY SKILLS
Student will write a descriptive paragraph in response to his/her feelings to a subject.	Previous journal work.

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TEACHER'S APPROACHES	STUDENT ACTIVITIES	RESOURCES
Draw a series of circles to represent groups, societies. The collections of people to whom you belong to formally and informally by birth and by choice. Write a paragraph describing how it feels to belong to each of these groups. . . which ones overlap? Students describe feelings or conflicts that occur for you at these intersections.		

FOLLOW-UP/EVALUATION

Continue throughout year.

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